DOCUMENT RESUME

ED 467 295 SO 034 062

TITLE	To Be a Slave: The Boyhood of Booker T. Washington.
INSTITUTION	National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE	2002-00-00
NOTE	32p.; For other Booker T. Washington National Monument Curriculum-Based Education Program activities, see SO 034 063-064.
AVAILABLE FROM	Booker T. Washington National Monument, 12130 Booker T. Washington Highway, Hardy, VA 24101. Tel: 540-721-2094; Fax: 540-721-8311; e-mail: BOWA_Rangers_3@nps.gov. For full text: http://www.nps.gov/bowa/pdffiles/ToBeASlave.pdf/ .
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Black Achievement; Black History; Blacks; *Curriculum Enrichment; Heritage Education; *Historic Sites; National Parks; Primary Education; Primary Sources; Social Studies; State Standards; Student Educational Objectives; Student Research; *United States History
IDENTIFIERS	Site Visits; Virginia Standards of Learning Program; *Washington (Booker T)

ABSTRACT

The Booker T. Washington National Monument preserves and protects the birth site and childhood home of Booker T. Washington, while interpreting his life experiences and significance in U.S. history as the most powerful African American between 1895 and 1915. The park provides a resource for public education and a focal point for continuing discussions about the legacies of Booker T. Washington and the evolving context of race in U.S. society. It is the mission of Booker T. Washington National Monument's education program to satisfy the curriculum needs specified in the Standards of Learning for Virginia Public Schools by utilizing the park as a classroom. Through engaging in pre-visit, on-site, and post-visit activities, students in grades K-1 focus on learning concepts appropriate to their grade level while being introduced to Booker T. Washington and his life as a slave. The activities enable students to investigate, research, and participate in hands-on learning experiences. During the site visit students learn about the cultural diversity that makes up Franklin County (Virginia). By learning about the past and the life of Booker T. Washington, individuals can understand the context of race in U.S. society better. Each program content page details how the national monument can serve as a classroom. The guide describes unit activities and gives specific objectives for each lesson. (Contains a 7-item monument booklist, a 14-item children's booklist, a 7-item adult booklist, and additional informational materials.) (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 467 295

To Be A Slave

SO 034 062

THE BOYHOOD OF BOOKER T. WASHINGTON

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

ParkNet

2002

National Park Service
1849 C Street NW
Washington, DC 20240
Phone: (202) 208-6843

http://www.nps.gov/bowa/rangers.html

http://www.nps.gov/bowa/pdffiles/ToBeASlave.pdf

BEST COPY AVAILABLE

BOOKER T. WASHINGTON NATIONAL MONUMENT

THE MISSION

Booker T. Washington National Monument preserves and protects the birth site and childhood home of Booker T. Washington while interpreting his life experiences and significance in American History as the most powerful African-American between 1895 and 1915. The park provides a resource for public education and a focal point for continuing discussions about the legacies of Booker T. Washington and the evolving context of race in American society.

Booker T. Washington National Monument

MISSION STATEMENT FOR EDUCATIONAL PROGRAMS

It is the mission of Booker T. Washington National Monument's education program to satisfy the curriculum needs as specified in the Standards of Learning for Virginia Public Schools utilizing the park as a classroom. The programs and activities included in the Educational Guide to Booker T. Washington National Monument are designed to meet these requirements while introducing students to the life of the young slave boy, Booker.

By engaging in pre-visit, on-site, and post-visit activities, students will focus on learning concepts appropriate to their grade level while developing an appreciation for the problems and hardships of the people in Franklin County over a century ago, especially those of African American descent.

The activities included in this guide enable students to investigate, research, and participate in "hands on" learning experiences. They will build a strong foundation in communication skills, research techniques, computer skills, writing, and thinking in terms of multiple points of view. These activities also have cross-curriculum applications.

At Booker T. Washington National Monument, students will learn about the cultural diversity that makes up Franklin County, Virginia. It is the hope of Booker T. Washington National Monument's educational staff that by learning about the past and the life of Booker T. Washington that we can evolve in our understanding of the context of race in our American Society.

Each program content page details how the park can serve as a classroom. It describes unit activities and gives specific objectives for each lesson. Standards of Learning for Virginia Public Schools are stated at the top of each table of contents.

TABLE OF CONTENTS FOR "TO BE A SLAVE"

Learning Activities for Students Grades K-1

"To Be A Slave" is a unit of activities designed to introduce students to Booker T. Washington and what his life as a slave was like.

Standards of Learning for Virginia Public Schools that are met by a visit to the site and the learning activities.
History and Social Science: K.1, K.6, K.7, 1.1, 1.2, and 1.7
Mathematics: K.17 and 1.19
English: K.2, K.8, K.11, 1.2, 1.12, and 1.14

Pre-Visit Activities

1. Vocabulary
   Designed to help students become familiar with the terms used in activities and on their trip.

2. Venn Diagram
   Students will compare and contrast their lives to Booker's.

3. What Is A Slave?
   Students will act out and think about what it would be like to be a slave.

4. Sing, Sing, Sing
   Students will learn several songs that would have been sung during Booker's boyhood.

5. Where Do I Go?
   Students will categorize items from the past and present.

6. Booker's Favorite Animal
   Students will write adjectives that describe a pig.

7. Pig
   Duplicating sheet for Booker's Favorite Animal activity.

Post-Visit Activities

8. Sweet Potato Pone
   Students will bake a sweet potato pone.

9. Sweet Potato Pone Recipe

10. Acrostic
    Students will make an acrostic that tells what they learned about Booker.

11. Farm Animals
    Students will identify and count animals at Booker T. Washington National Monument then construct a simple bar graph.

12. More Than Anything Else
    Students will become familiar with Booker's life in Malden, West Virginia.

13. Class Story
    Students will write a class story dealing with a slave that becomes free.

14. What Freedom Means To Me
    Designed so that students can compare Booker's life as a slave to their own.

15. Kite Poem
    Students will write a poem that describes Booker.

16. Booklist
    References

PRE-VISIT ACTIVITY

VOCABULARY

Objective: Students will become familiar with terms that they will hear on their trip to Booker T. Washington National Monument.

Subject: Language Arts, Social Studies

Materials: Vocabulary list

Procedure: Use the following list to familiarize students with terms that will be used on their trip.

1. slave: a person who is owned and the property of another person
2. plantation: a large farm where a cash crop is planted and grown to sell
3. cash crop: plants that are grown to sell to make money
4. chores: daily work activities
5. chopping bee: a neighborhood party to cut wood for fires
6. fat back: the fat from a pig that has been salted; a commonly used food for slaves
7. skillet: a frying pan
8. dutch oven: iron cooking pot used to bake bread, cakes, and cookies
9. tobacco: large leafed plant used to make cigars and twists for chewing; the cash crop for the Burroughs plantation
10. flax: a plant grown for its fibers. Flax fibers were made into tow cloth, which was used for the slaves clothing.
11. corn: a plant grown for food for slaves and animals
12. fireplace: used for both heating and cooking

PRE-VISIT ACTIVITY

VENN DIAGRAM

Objective: Students will compare and contrast their lives to Booker's.

Subject: Social Studies, Language Arts

Materials: Venn diagram, pencil

Procedure:

1. Discuss Booker's life.
2. Discuss aspects of a young person's life today.
3. Discuss how Booker's life would be different from a child's of today.
4. Discuss how Booker's life would be similar to a child's of today.
5. Draw a Venn diagram showing similarities and differences.

PRE-VISIT ACTIVITY

WHAT IS A SLAVE?

Objective: Students will act out and think about what it would be like to be a slave.

Subject: Social Studies

Materials: Role playing scenarios and clothing (optional)

Procedure:

1. Create several different role-playing situations that would illustrate Booker's lack of making choices for himself.

   EXAMPLES:
   Booker was not allowed to chose what he wanted to eat each day.
   Booker was not allowed to chose what he wanted to wear.
   Booker could not choose to go to school.
   Booker was told that he must carry water to the slaves working in the fields.
   Booker was told that he must take corn to the mill to be ground.
   Booker was told that he must feed the animals.

2. Discuss what it means to be a slave.

3. Discuss the idea that Booker was property. He was valued at $400 and was owned by James and Elizabeth Burroughs.

4. Encourage students to discuss how their lives are different.

5. Please be very careful with a role-playing situation. Some students take this well and for others it can be upsetting. Since this is dealing with a racial issue, know your students well. Don't put anyone in an uncomfortable situation.

SING, SING, SING

Objective: Students will learn several songs that would have been sung during Booker's slave boyhood.

Subject: Social Studies, Music

Materials: Strong voices, Slave Songs, by Jerry Silverman, Popular Songs of Nineteenth Century America, by Richard Jackson.

Procedure:

1. Select several of the following songs and learn them.

2. Discuss the differences between this music and today's music.

3. Give a recital for another class or have a sing along.

Songs:
"Blue Tailed Fly" or "Jimmy Crack Corn"
"Michael Row the Boat Ashore"
"Follow the Drinking Gourd"
"Wade in the Water"
"Nobody Knows the Trouble I See"
"All the Pretty Little Horses"
"Raise a Ruckus Tonight"
"Aura Lea" (same tune as "Love Me Tender")
"Camptown Races"
"Listen to the Mockingbird"
"Oh My Darling Clementine"
"Pop Goes the Weasel"
"Shew Fly Don't Bother Me"
"There is a Tavern in the Town"
"Wait for the Wagon"

WHERE DO I GO?

Objective: Students will categorize items from the past and present.

Subject: Social Studies

Materials: Construction paper, pictures, pencil, glue, scissors

---

Procedure:

1. Fold a piece of construction paper in half.
2. Title on one side, Burroughs Plantation. Title on the other side, My House.
3. Search for pictures in magazines and have students cut them out, or you could cut out pictures prior to the activity.
4. Have students put pictures under each category.
5. Discuss why pictures should be in each category to make sure that students understand.
6. Glue pictures in the correct category.

PRE-VISIT ACTIVITY

BOOKER'S FAVORITE ANIMAL

Objective: Students will write adjectives that describe a pig.

Subject: Language Arts

Materials: Picture of a pig, pencil, crayons

Procedure:

1. Lead a discussion with students about Booker's favorite animal, the pig. Encourage students to describe it.
2. Discuss how pigs were used on the Burroughs plantation. Booker said that every part of the pig was used except the squeal. What did he mean?
3. List on the board words that describe a pig.
4. Place at least five words on your pig. A photocopy of a pig is included on the next page.
5. Color your pig.
6. Optional: Write five sentences using your adjectives.
7. Be sure to see if you are correct in describing the pig when you visit Booker T. Washington National Monument.

POST-VISIT ACTIVITY

SWEET POTATO PONE

Objective: Students will bake sweet potato pone.

Subject: Math, measurements, Social Studies

Materials: Ingredients and equipment to make sweet potato pone. See attached list.

Procedure:

1. Make sweet potato pone. See attached sheet.
2. Discuss Booker and his favorite treat, the sweet potato.
3. Discuss why Booker felt evil when he ate a sweet potato. Ask the following questions:

    a. Do you remember the sweet potato hole in Booker's cabin?
    b. Why were the sweet potatoes kept there? Answer: They were kept there for storage and to preserve them.
    c. To whom did the sweet potatoes belong? Answer: The sweet potatoes belonged to James and Elizabeth Burroughs, the owners.
    d. Why would Booker feel evil for taking a sweet potato even though he was hungry? Answer: Because the sweet potatoes didn't really belong to Booker or his family. They belonged to the Burroughs, just as Booker did.

SWEET POTATO PONE RECIPE

INGREDIENTS

1- pound sweet potato
butter to grease baking pan
1/4 cup butter
1/3 cup brown sugar
1/3 cup maple or corn syrup
1/3 cup milk
2 eggs
1/2 teaspoon allspice
1/2 teaspoon cinnamon
1/4 teaspoon cloves
1/4 teaspoon ginger
1/2 cup chopped nuts
heavy cream or ice cream (optional)

EQUIPMENT

fork
potholders
9-inch round or square baking pan
butter knife
medium mixing bowl
potato masher
measuring cups and spoons
small saucepan
wooden spoon
small bowl

DIRECTIONS: makes 6 servings

1. Wash the sweet potato and prick it with a fork. Then bake it in a 350-degree oven for an hour, or until a fork pierces it easily.
2. Have an adult remove the sweet potato from the oven. Set aside until it's cool enough to handle.
3. Keep the oven set at 350 degrees. Grease the baking pan with butter.
4. Use the butter knife to peel the skin from the sweet potato. Cut the sweet potato into 4 pieces and put them in the mixing bowl. Discard the skin.
5. Mash the sweet potato until it is smooth. You should have about 1 cup of mashed sweet potato.
6. Melt 1/4 cup of butter in the saucepan over low heat. Then stir the butter into the mashed sweet potato.
7. Add the brown sugar, maple or corn syrup, and milk to the sweet potato mixture. Beat until the mixture is smooth.
8. Crack the eggs into the small bowl. Beat them with a fork until well mixed. Then stir them into the sweet potato mixture.
9. Stir in the allspice, cinnamon, cloves, and ginger. Then add the chopped nuts.
10. Spoon the sweet potato pone into the baking pan and bake for 1 hour. It is done when a knife inserted into the pone comes out clean.
11. Have an adult remove the sweet potato pone from the oven. Serve it warm or cold. Serve it with cream or ice cream if you'd like.

POST-VISIT ACTIVITY

ACROSTIC

Objective: Students will make an acrostic that tells what they learned about Booker T. Washington.

Subject: Language Arts, Social Studies

Materials: Pencil, paper

Procedure:

1. Discuss your trip to Booker T. Washington National Monument.

2. Brainstorm by writing words and ideas on the board.

3. Make the acrostic. Each line begins with the letter at the beginning. You could do them as sentences, phrases, or just a word. Example:
   B ooker was born a slave.
   O ccasionally Booker received molasses as a treat.
   O nly Booker fed the pigs.
   K eeping the flies fanned from the Burroughs' table was Booker's job.
   E very day Booker worked.
   R arely did Booker play.

POST-VISIT ACTIVITY

FARM ANIMALS

Objective: Students will identify and count animals at Booker T. Washington National Monument then construct a simple bar graph.

Subject: Math, Social Studies

Materials: Paper, pencil, crayons

Procedure:

1. On their trip to the monument have students identify all the farm animals they see.
2. Have students count each type of animal and keep a tally.
3. Have students choose three types of animals and construct a bar graph.
4. Another option could be that a class graph could be constructed showing all the animals.

MORE THAN ANYTHING ELSE

Objective: Students will become familiar with Booker's life in Malden, West Virginia.

Subject: Language Arts, Social Studies

Materials: Book: More Than Anything Else by Marie Bradby

Procedure:

1. Read the book to the students.

2. Discuss:
   How Booker had to work very hard as a young boy.
   What kind of work Booker did.
   What is a cooper?
   What does Booker want to do more than anything else? Why?
   What does Booker's mother give him?
   Who helps Booker learn to read?

3. Be sure to inform students that this story happened after Booker left the Burroughs plantation. When he was a slave, Booker was not allowed to learn to read.

POST-VISIT ACTIVITY

CLASS STORY

Objective: Students will write a class story dealing with a slave that becomes free.

Subject: Art, Social Studies, Language Arts

Materials: Paper, pencil, markers, and crayons

Procedure:

1. Discuss Booker's life as a slave with students.
2. Discuss how Booker's life changed when he became free.
3. Through class discussion decide on a character that is a slave. This slave will be given his/her freedom.
4. Brainstorm how this slave's life will be changed when he/she is freed.
5. Write a story as a class that tells three ways in which this slave's life will change when he/she is freed.
6. Have students illustrate the story.
7. Make a class book that can be kept in the classroom.

POST-VISIT ACTIVITY

WHAT FREEDOM MEANS TO ME

Objective: Students will draw a picture of what freedom means to them.

Subject: Art, Social Studies

Materials: Drawing paper, markers, and crayons

Procedure:

1. Discuss Booker's life as a slave emphasizing the fact that he had few choices.
2. Compare Booker's life as a slave with your students' lives. How are they alike? How are they different?
3. Discuss how Booker's life changed when he was freed at the end of the Civil War.
4. Discuss the types of freedom that we have as Americans.
5. Finally, have students draw a picture of "What Freedom Means To Me."

POST-VISIT ACTIVITY

KITE POEMS

Objective: Students will write a kite poem.

Subject: Language Arts, Social Studies

Materials: Paper, pencil, and crayons

Procedure:

1. Discuss Booker and what his life was like on the Burroughs plantation.

2. Brainstorm. Think of words that describe Booker.

3. Write a "kite" poem using the following format:

   Line 1: Booker (first name)
   Line 2: two adjectives that describe Booker
   Line 3: three verbs with -ing endings that describe Booker's actions
   Line 4: two adjectives that describe Booker
   Line 5: Washington (last name)

   EXAMPLE:

   BOOKER
   YOUNG, SMART
   WORKING, HELPING, LEARNING
   SELF-RELIANT, DEPENDABLE
   WASHINGTON

4. The final draft could be written inside an outline of a kite to symbolize how high Booker's character took him.

BOOKLIST

for

BOOKER T. WASHINGTON NATIONAL MONUMENT

Bradby, Marie, *More Than Anything Else.* Orchard Books, NY, 1995.

Hamilton, Virginia, *American Black Folktales.* Alfred A. Knopf, NY, 1985.

Hamilton, Virginia, *Many Thousand Gone: African Americans from Slavery to Freedom.* Alfred A. Knopf, NY, 1993.

Hopkins, Deborah, *Sweet Clara and the Freedom Quilt.* Dragonfly Books, Alfred A. Knopf, NY, 1993.

Levine, Ellen, *If You Traveled on the Underground Railroad.* Scholastic, Inc., NY, 1993.

Patterson, Lillie, *A Discovery Biography: Booker T. Washington Leader of His People.* Chelsea Juniors, NY, 1991.

Roberts, Jack L., *Booker T. Washington Educator and Leader.* The Millbook Press, Inc., 1995.

APPENDIX

Children's Booklist

Amper, Thomas, *Booker T. Washington.* Carolrhoda Books, Inc., Minneapolis, 1998.

Bisson, Terry, Nat *Turner Slave Revolt Leader.* Chelsea House Publishers, NY, 1998.

Bradbury, Marie, *More Than Anything Else.* Orchard Books, NY, 1985.

Collins, James L., *John Brown and the Fight Against Slavery.* The Millbrook Press, Brookfield, Connecticut, 1991.

Elish, Dan, *Harriet Tubman and the Underground Railroad.* The Millbrook Press, Brookfield, Connecticut, 1993.

Hamilton, Virginia, *American Black Folktales.* Alfred A. Knopf, NY, 1985.

Hamilton, Virginia, *Many Thousand Gone: African Americans from Slavery to Freedom.* Alfred A. Knopf, NY, 1993.

Hopkins, Deborah, *Sweet Clara and the Freedom Quilt.* Dragonfly Books, Alfred A. Knopf, NY, 1993.

Jones, J. Jewell, *Chalk Stories of Extraordinary African Americans.* Pieces of Learning, Dayton, Ohio, 1998.

Katz, William Loren, *A History of Mulitcultural America, The Civil War to the Last Frontier, 1850-1880s.* Raintree Steck-Vaughn, Austin, Texas, 1993.

Levine, Ellen, *If You Traveled on the Underground Railroad.* Scholastic, Inc., NY, 1993.

Patterson, Lillie, *A Discovery Biography: Booker T. Washington Leader of His People.* Chelsea Juniors, NY, 1991.

Roberts, Jack L., *Booker T. Washington Educator and Leader.* The Millbrook Press, Brookfield, Connecticut, 1995.

Schroeder, Alan, *Booker T. Washington Educator and Racial Spokesman.* Chelsea House Publishers, NY, 1992.

Adult Booklist

Harlan, Louis R., *Booker T. Washington, the Wizard of Tuskegee, 1901-1915.* Oxford University Press, 1983.

Harlan, Louis R., *The Making of a Black Leader, 1856-1901.* Oxford University Press, NY, 1972.

King, Wilma, *Stolen Childhood Slave Youth in Nineteenth-Century America.* Indiana University Press, Bloomington, IN, 1995.

Loewen, James W., *Lies My Teacher Told Me.* Simon & Schuster, NY, 1996.

Mackintosh, Barry, *Booker T. Washington An Appreciation of the Man and his Times.* National Park Service, 1972.

Rand, Donna, *Black Books Galore Guide to Great African American Children's Books.* John Wiley & Sons, Inc., NY, 1998.

Washington, Booker T., *Up From Slavery.* Penguin Books, NY, 1986.

The Booker T. Washington Story

Booker T. Washington was born in the spring of 1856 on the tobacco farm belonging to James and Elizabeth Burroughs. His mother, a slave called Jane, was the cook for the farm. His father was thought to have been a local white man.

Booker, his mother, brother and sister lived in a small log cabin. The cabin was not only the family's home, but was also used as the kitchen for the plantation. It had no windows. Openings in the side let in the light...but also the cold winter air. There was no wooden floor. Booker later said that he and his family slept on "a bundle of filthy rags laid upon the dirt floor."

Booker's mother often prayed that one day she and her family would be free. The day of freedom finally came at the end of the Civil War when Booker was nine years old. A Union officer read the Emancipation Proclamation from the front porch of the Burroughs house, and all the people who had been held in slavery, including Jane and her children, were freed.

Booker's mother decided to take her children to Malden, West Virginia, where her husband was working in the salt mines. In Malden, Booker began his education. First, he used a spelling book to learn the alphabet. Later, he was able to go to school--although he still had to work to help support his family. He got up early in the morning to work in the coal mines for five hours before going to school at 9:00 a.m. When school was finished for the day, he went back to the mine again.

Washington heard about Hampton Institute, a school for African Americans. Even though it was in Hampton, Virginia, 500 miles away, Booker was determined to go there. He walked most of the 500 miles to school.

Washington received the education he wanted at Hampton Institute while working as a janitor. After graduating, he returned to Malden to teach others. He paid for his brother to attend Hampton too.

Later, Washington returned to Hampton Institute as a teacher. When a group from Tuskegee, Alabama, wrote to Hampton Institute asking for a teacher to start a school, the principal recommended Booker.

When Washington arrived at Tuskegee, there were no buildings and no students. He decided that students at Tuskegee would learn vocational skills while studying practical subjects. Over the years, students built most of the buildings at the school. Students also grew most of the food served at the school. Today, the school is called Tuskegee University and remains a prestigious Historically Black University.

Washington traveled throughout the country to raise money for the school. He gave many speeches. In 1895, he gave a speech called "The Atlanta Address." This speech made him famous because it encouraged economic progress while not challenging racial segregation, a very controversial subject.

In his later years, Washington became even better known. His autobiography, *Up From Slavery*, was one of 13 books he published. He received an honorary degree from Harvard University. He was an adviser to three Presidents--William McKinley, Theodore Roosevelt, and William Howard Taft.

Dr. Booker T. Washington died in 1915. He is buried on the campus of Tuskegee University in Alabama.

Emancipation Proclamation

Lincoln signed the following official version of the proclamation on January 1, 1863:

Whereas, on the twenty-second day of September,* in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight

counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princes, Ann, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.
And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.
And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.
And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.
And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.
In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN

*President Lincoln published a preliminary Emancipation Proclamation on September 22, 1862, just five days after the Battle of Antietam.

Educational Guide to Booker T. Washington National Monument

Teacher Evaluation

Your feedback is important to us. Please take a few minutes and complete this evaluation form. Thank you.

Teacher's Name (optional):

School Name (optional):

School Address:

Grade:

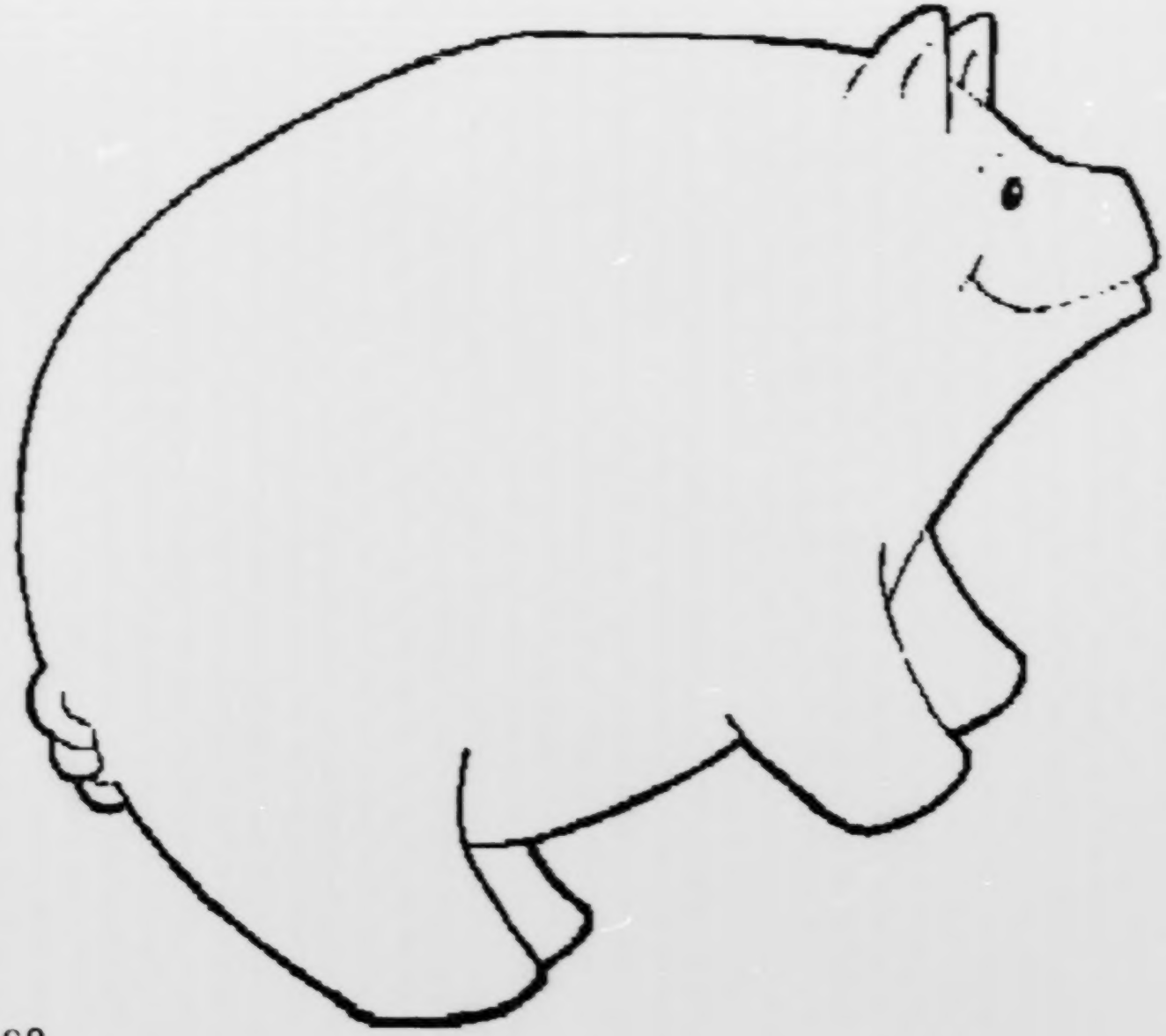
1. Overall, was this guide useful to you? Did it enhance your students' visit to Booker T. Washington National Monument? Would you recommend it to another teacher?

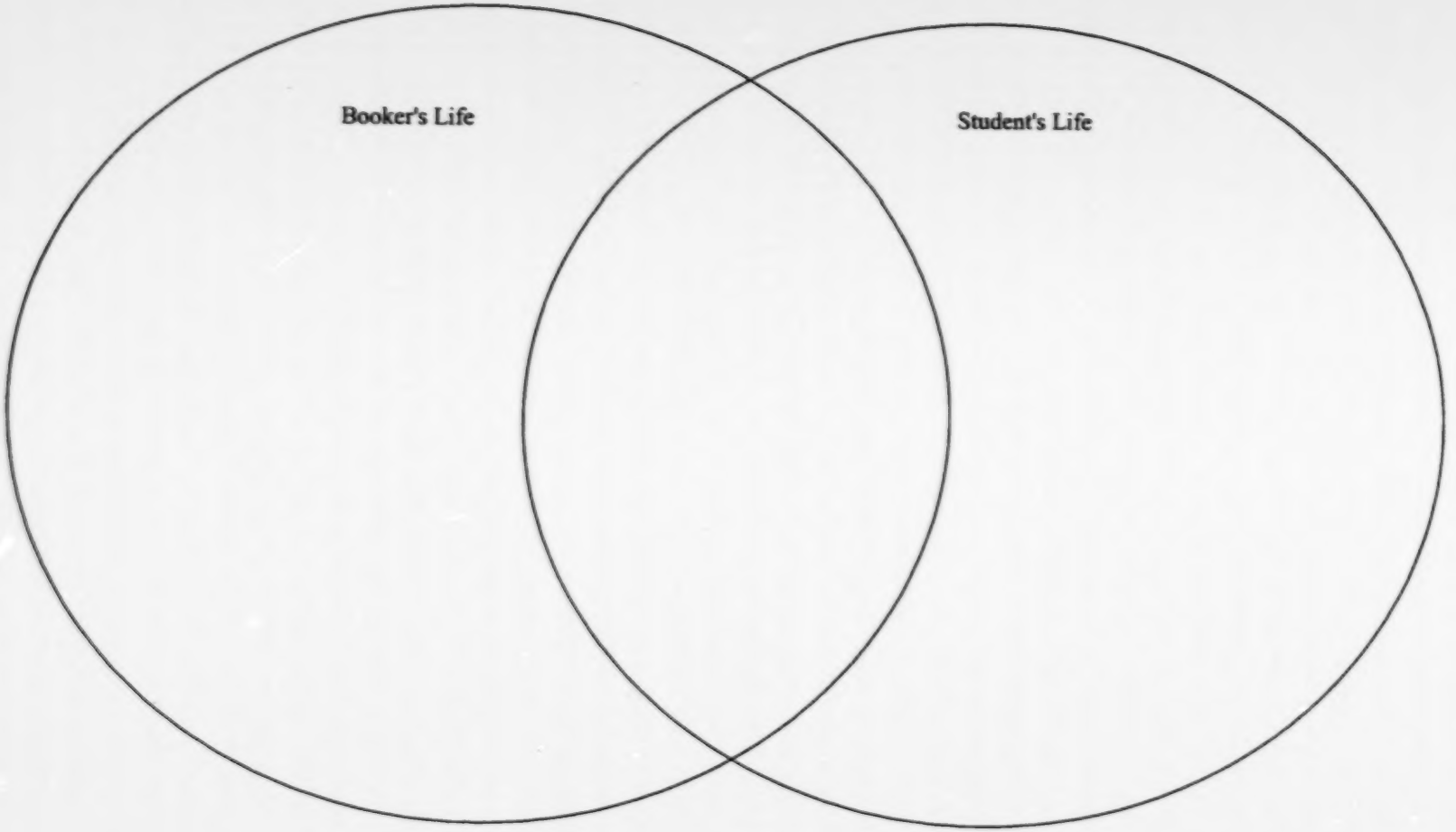
2. Which activities did you utilize? Were the activities clear and useful to you?

3. What improvements could be made to the activities? To the educational guide?

4. Any additional comments?

After completing this evaluation form, please turn sheet over, fold, affix postage, and mail. Thank you.




Booker's Life
Student's Life

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").